

## ACTIVITIES USED WITH ASSESSMENT AUDIT

- **INDIVIDUAL REFLECTION:** Using the Assessment Audit form, make a list of the assessments (informal and formal) used during a specified period (two weeks, last grading period, semester, or whatever).
- **GROUP BRAINSTORMING:** Using the teachers' initial lists on the Audit form, brainstorm a group list of kinds of assessments, identifying informal and formal ones and discussing our definitions of these.
- **DISCUSSION OF ASSESSMENTS:** Discuss what we know about the nature of assessment and the kinds of assessments appropriate for different learning purposes, styles, and situations. Share research on this topic from various sources such as Grant Wiggins, Robert Marzano, Richard Stiggins, and others
- **DISCUSSION OF ASSESSMENT AUDIT:** Return to the audits completed in initial activity. Discuss the following questions in light of what the teachers see in their own audits and what we know about assessment. This discussion is intended to help the teachers extend their personal reflections as well as gain and apply new information about assessment practices.
  - What does your audit list tell you about your assessment practices? Do you see any patterns that reveal your assessment habits?
  - How many of your assessments are of the same kind?
  - How many of your assessments are the responsibility of the teacher only?
  - Do you tend to assess only at the end of a week or end of a unit of learning?
  - Do you include student self-assessments or reflection activities within your repertoire of assessment?
  - Do your assessments address the needs of multiple intelligences?
  - Do your assessments include detailed rubrics? Are these given to students? When?
  - Are students involved in the process of developing and/or reviewing the rubrics? Do students use the rubrics in peer or self-evaluation activities?
  - How do you use the results of your assessments to inform (track, validate, change) your instructional practices?
- **GROUP DISCUSSION OF ASSESSMENT REFORM:** Discuss several key issues related to assessment reform and to teachers' assessment practices. Include research findings in this discussion  
Some Current Issues to Discuss:
  - What does research (and the teaching standards) suggest are the necessary considerations when choosing and designing classroom assessments?
  - How can we align assessments with student standards?
  - How do we "unpack" the standards in order to assess discrete knowledge, skills, or performances?
  - How do we change our assessment record-keeping (including grading and reporting of assessment) in order to track students' progress in specific learning objectives?

- How do we track students' performances/products in order to help us inform our instruction as well as assess our students' progress?
  - How do we scaffold instruction in order to prepare students for the various assessments we will use?
  - How do we develop authentic assessments that are aligned with the performances we want our students to demonstrate?
  - How do we develop effective rubrics for assessing various kinds of performance?
  - How do we give students more ownership in their learning by using reflection, self and peer-assessment of performance, and student-developed rubrics and exhibitions?
- **ASSESSMENT AUDIT – Next Steps:** Using the form titled “An Assessment Audit – Next Steps,” the teachers reflect on their own assessments. They might think beyond the original timeframe (two-week unit, grading period, semester, or whatever) now in order to extend their thinking to entire courses. Walk through a couple of examples on overhead in order to model for them.
  - **SELF-EVALUATION OF CLASSROOM ASSESSMENT LITERACY:** Use Richard J. Stiggins' rubric for evaluating teachers' assessment habits. (from March 1999 issue of *THE HIGH SCHOOL MAGAZINE* published by NASSP; adapted from Stiggins' guide, *Learning Team Trainer's Guide*, 1998, Assessment Training Institute) Use this rubric of five assessment standards to assess individual teacher's assessment literacy.
  - **DISCUSSION OF ASSESSMENT ISSUES THAT EXTEND BEYOND THE CLASSROOM:** Spend some time discussing issues that go beyond an individual teacher's classroom practices, issues such as the following: (1) changing grading and reporting systems k-12 to reflect standards-based learning rather than letter grades alone, (2) assessing k-12 assessment practices, looking for redundancy and omissions within a school district and/or within a department or school, (3) informing various stakeholders of the value -- and validity -- of performance assessments, (4) involving others in the assessment process, especially in the assessment of exhibitions and culminating performances, (5) including ongoing reflection and self-assessment practices in all classes (but avoiding unnecessary repetition of specific activities), and (6) taking the time to assess one's own and one's school's assessment beliefs and habits.
  - **ALTERNATIVE SELF-ASSESSMENTS:**
    - (1) Ask teachers to look at the IPSB teaching standards in their content areas that address assessment of student learning. Ask them to rate themselves on each of the performance, disposition, and knowledge indicators.
    - (2) Use one of many rubrics or self-assessment tools (Charlotte Danielson's *Framework*, Ellen Moir's *Developmental Continuum of Teacher Abilities*) to look at assessment practices.
    - (3) Create your own self-assessment tool for assessing your progress in the area of assessment.

## AN ASSESSMENT AUDIT

Class Assessments (Informal and Formal)	How often is each one used each semester?	When? (At beginning; ongoing; end of unit; end of semester)	Are rubrics used?	Who makes or uses the rubric?	Are grades reported? To whom?

## AN ASSESSMENT AUDIT – NEXT STEPS

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